ARTS2150 Course Outline

School of Humanities and Languages

ARTS2150, MODERN UNITED STATES HISTORY
Semester 1, 2016

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1. Course Staff and Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Dr. Peter Schrijvers</th>
<th>Room</th>
<th>Morven Brown 358</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>9385 3668</td>
<td>Email</td>
<td><a href="mailto:p.schrijvers@unsw.edu.au">p.schrijvers@unsw.edu.au</a></td>
</tr>
<tr>
<td>Consultation Time</td>
<td>Tuesdays 11-12 am and Wednesdays 10-11 am</td>
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</tbody>
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2. Course Details

<table>
<thead>
<tr>
<th>Units of Credit (UoC)</th>
<th>6</th>
</tr>
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<tbody>
<tr>
<td>Course Description</td>
<td>This course forms a key component of the School of Humanities and Languages’ strong program on the history of the Americas. By focusing not only on the transformation of the United States’ society, but also on this superpower’s evolving relations with the outside world, this course at the same time contributes to the School of Humanities and Languages’ highly developed global perspective.</td>
</tr>
<tr>
<td>Course Aims</td>
<td>1. In today’s media it is hard to find reporting on any kind of major event that does not involve the US. But what is the US and who are the Americans? And how did this former colony acquire the status of hyperpower? We cannot, as many tend to do, look for answers to these questions merely by relying on Hollywood images and foreign stereotypes.</td>
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<tr>
<td></td>
<td>2. This course will analyze US history from the aftermath of the Civil War to the reverberations of 9/11.</td>
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<td></td>
<td>3. It will do so from the perspective of politics, economics, culture, minorities, and foreign policy.</td>
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<tr>
<td>Student Learning Outcomes</td>
<td>1. Critically reflect upon the nature of US society and the American role in the world and develop an appreciation of the complexities, sensitivities, and evolving nature of US society and foreign relations.</td>
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<td></td>
<td>2. Display communication skills through formal presentation as well as impromptu exchanges.</td>
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<td></td>
<td>3. Collect and synthesize sources of history and present a coherent argument.</td>
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<tr>
<td></td>
<td>4. Better organize, research, and write essays.</td>
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<tr>
<td>Graduate Attributes</td>
<td>1. Demonstrate an understanding of at least one period or culture of the past.</td>
</tr>
<tr>
<td></td>
<td>2. Construct an evidence-based argument or narrative in audio, digital, oral, visual or written form.</td>
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<tr>
<td></td>
<td>3. Analyze historical evidence, scholarship and changing representations of the past.</td>
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<td>4.</td>
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</table>
3. Learning and Teaching Rationale

By making certain that current affairs serve as a constant touchstone for the course’s learning, students are encouraged to become more engaged in the learning process through awareness of the relevance of their efforts. Conversely, by placing current affairs in a thorough historical and historiographical context, students are allowed to develop more complex understandings of the world around them, which in turn will allow them to deal more critically with government spin, media bias, and popular stereotyping.

4. Teaching Strategies

The course’s teaching strategies are twofold:

- The two-hour lectures provide the students with a framework of understanding by means of an up-to-date synthesis of the historiography on key issues.
- The one-hour tutorials introduce students to the more intricate complexities and nuances of those key issues. They will do so in dual fashion. First, by asking students to critically engage with literature presenting divergent interpretations as well as case studies. Secondly, by offering students a structured forum for critical discussion with lecturer and fellow students.

5. Course Assessment

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Length</th>
<th>Weight</th>
<th>Learning Outcomes Assessed</th>
<th>Graduate Attributes Assessed</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>200-word synopsis + 3,000-word analysis</td>
<td>60%</td>
<td># 1, 3, and 4</td>
<td># 1, 2, and 3</td>
<td>Monday, 9 May 2016 (=Week 10).</td>
</tr>
<tr>
<td>Tutorial facilitation</td>
<td>2 x 25min during one tutorial week</td>
<td>20%</td>
<td># 1, 2, and 3</td>
<td># 1 and 3</td>
<td>Facilitation week to be assigned for each student in tutorial Week 2</td>
</tr>
<tr>
<td>In-class test</td>
<td>50 min</td>
<td>20%</td>
<td># 1 and 3</td>
<td>#1, 2, and 3</td>
<td>Monday, 23 May 2016 (=Week 12). During first hour of regular lecture slot and in regular lecture theater.</td>
</tr>
</tbody>
</table>

*Please Note:* The Arts and Social Sciences Protocols and Guidelines state:
A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a grade of UF (Unsatisfactory Fail).

The Attendance Guidelines can be found in full at: https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/

Please note the following IMPORTANT additional information regarding assessments:

ESSAY

!Make sure to tick the following boxes before handing in your essay!

- Synopsis is on first page and separate from analysis starting on second page
- Synopsis does NOT exceed 200 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Analysis does NOT exceed 3,000 words (this includes any kind of margin/leeway, so no ifs or buts for exceeding upper word limit)
- Exact word count is indicated at top of synopsis (false information will be penalized)
- Exact word count is indicated at top of analysis (false information will be penalized)
- Pages are clearly numbered
- Essay sentences are double spaced
- Essay is based on at least 10 significant quality sources – these include academic articles or academic books and, possibly, sources drawn from academic or similar quality Internet sites
- References are FOOTNOTED in a uniform manner
- All sources used are listed in separate bibliography at end of essay (in author alphabetical order)
- For assignment submission of electronic copy, see below.

List of essay questions: choose ONE

1. Between the late nineteenth century and the Second World War, can those who labeled the US a ‘benevolent imperialist’ be said to have had a case?

2. In terms of both domestic and foreign affairs, to what extent did the United States emerge from the First World War a changed nation?

3. Americans continue to refer to the Second World War as ‘The Good War’. Was it?

4. Did the US fight the Cold War for markets or the right to be free?

5. One of the famous slogans in the Sixties was “Don’t trust anyone over thirty.” How can the reaction in this decade of the younger generation against that of their parents be explained?

6. President Obama’s favorite president is Abraham Lincoln. But to what extent can President Obama be said to be a Rooseveltian New Dealer?
TUTORIAL FACILITATION

In the second week of the semester, each student will be assigned the role of facilitator during one of the following tutorials. This role involves a careful analysis of the assigned week’s required reading and the creation of a number of core questions regarding the article or chapter that will stimulate discussion about its content, assertions, thesis, and methodology. During the actual tutorial session, the facilitator has the responsibility to keep the discussion flowing smoothly in two debates of 25 minutes each. For this purpose the facilitator is expected a) to handle questions posed by fellow students regarding the assigned article or chapter or to pass them on to other students b) to use as many of her/his own questions as possible to keep the momentum of discussion going.

At the end of the tutorial, the facilitator will provide the lecturer/tutor with a typed list of questions prepared for the debate.

Once the students have been assigned a week as facilitator they are expected to show up on the date agreed upon. Failure to do so will result in a ‘zero’ mark for this assignment unless they a) notify the tutor of their absence at least 24 HOURS prior to the meeting AND b) provide valid MEDICAL documentation as soon as possible.

IN-CLASS TEST

The in-class test will be administered in the first hour of the final lecture slot in Week 12 (in the same room where the lectures take place). The test will draw upon lecture content AND tutorial readings. The precise format of the test will be clarified during the lecture in Week 10.

Formal Examination

Not applicable.

Grades

All results are reviewed at the end of each semester and may be adjusted to ensure equitable marking across the School.

The proportion of marks lying in each grading range is determined not by any formula or quota system, but by the way that students respond to assessment tasks and how well they meet the objectives of the course. Nevertheless, since higher grades imply performance that is well above average, the number of distinctions and high distinctions awarded in a typical course is relatively small. At the other extreme, on average 6.1% of students do not meet minimum standards and a little more (8.6%) in first year courses. For more information on the grading categories see: https://student.unsw.edu.au/grades

Submission of Assessment Tasks

Assignments must be submitted electronically through Moodle (http://moodle.telt.unsw.edu.au/). You must use your zID login to submit your assignments in Moodle.

There is 1 (one) “Learning Activity” in Moodle labelled according to the appropriate assessment. Please electronically submit your assignment to the correct “Learning Activity”.

<table>
<thead>
<tr>
<th>Assessment task to be submitted in Moodle</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Monday, 9 May (Week 10)</td>
</tr>
</tbody>
</table>
** Please note the deadline to submit an assignment electronically is 4:00 pm on the due date of the assignment.

When you submit your assignment electronically, you agree that:

I have followed the Student Code of Conduct. I certify that I have read and understand the University requirements in respect of student academic misconduct outlined in the Student Code of Conduct and the Student Misconduct Procedure. I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit previously in whole or in part.

I acknowledge that the assessor of this item may, for assessment purposes:

- provide a copy to another staff member of the University
- communicate a copy of this assessment item to a plagiarism checking service (such as Turnitin) which may retain a copy of the assessment item on its database for the purpose of future plagiarism checking.

Your assignment will be available with feedback in hard copy within three weeks of the due date.

You are required to put your name (as it appears in University records) and UNSW Student ID on every page of your assignments.

If you encounter a problem when attempting to submit your assignment through Moodle/Turnitin, please telephone External Support on 9385 3331 or email them on externalsupport@unsw.edu.au. Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year).

If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on its system status on Twitter.

For information on how to submit assignments online via Moodle: https://student.unsw.edu.au/how-submit-assignment-moodle

### Late Submission of Assignments

The Arts and Social Sciences late submissions guidelines state the following:

- An assessed task is deemed late if it is submitted after the specified time and date as set out in the course Learning Management System (LMS).
- The late penalty is the **loss of 3%** of the total possible marks for the task for each day or part thereof the work is late.
- Work submitted **14 days after** the due date will be marked and feedback provided but no mark will be recorded. If the work would have received a pass mark but for the lateness and the work is a compulsory course component, a student will be deemed to have met that requirement. This does not apply to a task that is assessed but no mark is awarded.
• Work submitted **21 days after** the due date will not be accepted for marking or feedback and will receive no mark or grade. If the assessment task is a compulsory component of the course a student will automatically fail the course.

The Late Submissions Guidelines can be found in full at: [https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/](https://www.arts.unsw.edu.au/current-students/academic-information/Protocols-Guidelines/)

The penalty may not apply where students are able to provide documentary evidence of illness or serious misadventure. Time pressure resulting from undertaking assignments for other courses does not constitute an acceptable excuse for lateness.

### 6. Extension of Time for Submission of Assessment Tasks

The Arts and Social Sciences Extension Guidelines apply to all assessed tasks regardless of whether or not a grade is awarded, except the following:

1. any form of test/examination/assessed activity undertaken during regular class contact hours
2. any task specifically identified by the Course Authority (the academic in charge of the course) in the Course Outline or Learning Management System (LMS), for example, Moodle, as not available for extension requests.

A student who missed an assessment activity held within class contact hours should apply for Special Consideration via myUNSW.

The Arts and Social Sciences Extension Guidelines state the following:

- A student seeking an extension should apply through the Faculty’s online extension tool available in LMS.
- A request for an extension should be submitted before the due time/date for the assessment task.
- The Course Authority should respond to the request within two working days of the request.
- The Course Authority can only approve an extension up to five days. A student requesting an extension greater than five days should complete an application for Special Consideration.
- The Course Authority advises their decision through the online extension tool.
- If a student is granted an extension, failure to comply will result in a penalty. The penalty will be invoked one minute past the approved extension time.

### 7. Attendance

The Arts and Social Sciences Attendance Guidelines state the following:

- A student is expected to attend **all** class contact hours for a face-to-face or blended course and complete all activities for a blended or fully online course.
- If a student is unable to attend all classes for a course due to timetable clashes, the student must complete the Faculty of Arts & Social Sciences Permitted Timetable Clash form (see information at Item 8 below). A student unable to attend lectures in a
course conducted by the School of Education can apply for “Permission to Participate in Lectures Online”.

- Where practical, a student’s attendance will be recorded. Individual course outlines/LMS will set out the conditions under which attendance will be measured.

- A student who arrives **more than 15 minutes late** may be penalised for non-attendance. If such a penalty is imposed, the student must be informed verbally at the end of class and advised in writing within 24 hours.

- If a student experiences illness, misadventure or other occurrence that makes absence from a class/activity unavoidable, or expects to be absent from a forthcoming class/activity, they should seek permission from the Course Authority, and where applicable, should be accompanied by an original or certified copy of a medical certificate or other form of appropriate evidence.

- Reserve members of the Australian Defence Force who require absences of more than two weeks due to full-time service may be provided an exemption. The student may also be permitted to discontinue enrolment without academic or financial penalty.

- If a Course Authority rejects a student’s request for absence from a class or activity the student must be advised in writing of the grounds for the rejection.

- A Course Authority may excuse a student from classes or activities for up to one month. However, they may assign additional and/or alternative tasks to ensure compliance.

- A Course Authority considering the granting of absence must be satisfied a student will still be able to meet the course’s learning outcomes and/or volume of learning.

- A student seeking approval to be absent for more than one month must apply in writing to the Dean and provide all original or certified supporting documentation.

- The Dean will only grant such a request after consultation with the Course Authority to ensure that measures can be organised that will allow the student to meet the course’s learning outcomes and volume of learning.

- A student who attends less than 80% of the classes/activities and has not submitted appropriate supporting documentation to the Course Authority to explain their absence may be awarded a final grade of UF (Unsatisfactory Fail).

- A student who has submitted the appropriate documentation but attends less than 66% of the classes/activities will be asked by the Course Authority to apply to discontinue the course without failure rather than be awarded a final grade of UF. The final decision as to whether a student can be withdrawn without fail is made by Student Administration and Records.

Students who falsify their attendance or falsify attendance on behalf of another student will be dealt with under the Student Misconduct Policy.

8. **Class Clash**

Students who are enrolled in an Arts and Social Sciences program (single or dual) and have an unavoidable timetable clash can apply for permissible timetable clash by completing an online application form. Students must meet the rules and conditions in order to apply for permissible clash. The rules and conditions can be accessed online in full at: [https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf](https://www.arts.unsw.edu.au/media/FASSFile/Permissible_Clash_Rules.pdf)
For students who are enrolled in a non-Arts and Social Sciences program, they must seek advice from their home faculty on permissible clash approval.

9. Academic Honesty and Plagiarism

Plagiarism is presenting someone else’s thoughts or work as your own. It can take many forms, from not having appropriate academic referencing to deliberate cheating.

In many cases plagiarism is the result of inexperience about academic conventions. The University has resources and information to assist you to avoid plagiarism.

The Learning Centre assists students with understanding academic integrity and how to not plagiarise. Information is available on their website: https://student.unsw.edu.au/plagiarism/. They also hold workshops and can help students one-on-one.

If plagiarism is found in your work when you are in first year, your lecturer will offer you assistance to improve your academic skills. They may ask you to look at some online resources, attend the Learning Centre, or sometimes resubmit your work with the problem fixed. However, more serious instances in first year, such as stealing another student’s work or paying someone to do your work, may be investigated under the Student Misconduct Procedures.

Repeated plagiarism (even in first year), plagiarism after first year, or serious instances, may also be investigated under the Student Misconduct Procedures. The penalties under the procedures can include a reduction in marks, failing a course or for the most serious matters (like plagiarism in an Honours thesis) or even suspension from the university. The Student Misconduct Procedures are available here: http://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf

10. Course Schedule

To view course timetable, please visit: http://www.timetable.unsw.edu.au/

<table>
<thead>
<tr>
<th>Week Commencing:</th>
<th>Lecture Topic</th>
<th>Tutorial</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 1: 29 February</td>
<td>Native Americans</td>
<td>No tutorial</td>
<td></td>
</tr>
<tr>
<td>Wk 3: 14 March</td>
<td>Immigrations and Ethnicities</td>
<td>Tutorial on Lecture Wk 1 and 2</td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading Material</td>
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Tutorial on Lecture Wk 2

Tutorial on Lecture Wk 3

Tutorial on Lecture Wk 4

David M. Kennedy, “The Rumble of Discontent,” in Freedom from Fear: The American People
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 7: 18 April</td>
<td>The Cold War</td>
<td>Tutorial on Lecture Wk 5</td>
</tr>
<tr>
<td>Wk 8: 25 April</td>
<td>PUBLIC HOLIDAY: NO LECTURE</td>
<td>Tutorial on Lecture Wk 6</td>
</tr>
<tr>
<td>Wk 9: 2 May</td>
<td>The Fifties and Sixties</td>
<td>Tutorial on Lecture Wk 7</td>
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<td></td>
<td></td>
<td>Robert McMahon. “Contested Memory: The Vietnam War and American Society, 1975-</td>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wk 12</td>
<td>23 May</td>
<td>In-Class Test</td>
<td>Tutorial on Lecture Wk 11&lt;br&gt;Elizabeth Tandy Shermer. “Origins of the Conservative Ascendancy: Barry Goldwater’s Early Senate Career and the De-legitimization of Organized...</td>
</tr>
<tr>
<td>Wk 13: 30 May</td>
<td>No lecture</td>
<td>Tutorial on Lecture Wk 11</td>
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**Melvyn P. Leffler. “9/11 and American Foreign Policy.”** *Diplomatic History* Vol. 29, No. 3 (June 2005): 395-413. *(See UNSW Library electronic journal)*

### 11. Course Resources

**Textbook Details**

No textbook is assigned for this course.

**Journals**

There are too many to list here. But always make certain to at least have a look at *The Journal of American History* and, on the subject of foreign relations, *Diplomatic History*.

**Additional Readings**

**Suggested General Background Readings**

Check for availability at UNSW Library or any of the other university and public libraries in the Sydney area.


WEEK 3: NATIVE AMERICANS

Suggested Background Reading:

WEEK 4: AFRICAN-AMERICANS

Suggested Background Reading:

WEEK 5: IMMIGRATIONS AND ETHNICITIES

Suggested Background Reading:

WEEK 6: ECONOMIC HARDSHIP AND REFORM

Suggested Background Reading:


**WEEK 7: THE QUEST FOR EMPIRE**

Suggested Background Reading:


**WEEK 8: THE WORLD WARS**

Suggested Background Reading:


**WEEK 9: THE COLD WAR**

Suggested Background Reading:


**WEEK 10: THE FIFTIES AND SIXTIES**

Suggested Background Reading:

Peter Braunstein and Michael Doyle, eds. *Imagine Nation: The American Counterculture of the 1960s and ’70s*. (2001)


**WEEK 11: THE CIVIL RIGHTS MOVEMENT**

Suggested Background Reading:


**WEEKS 12/13: THE CONSERVATIVE SURGE AND 9/11 AND BEYOND**

Suggested Background Reading on “The Conservative Surge” and “9/11 and Beyond”


### 12. Course Evaluation and Development

Courses are periodically reviewed and students' feedback is used to improve them. Feedback is gathered using various means including UNSW's Course and Teaching Evaluation and Improvement (CATEI) process.

### 13. Student Support

The Learning Centre is available for individual consultation and workshops on academic skills. Find out more by visiting the Centre’s website at:

http://www.lc.unsw.edu.au

### 14. Grievances

All students should be treated fairly in the course of their studies at UNSW. Students who feel they have not been dealt with fairly should, in the first instance, attempt to resolve any issues with their tutor or the course convenors.

If such an approach fails to resolve the matter, the School of Humanities and Languages has an academic member of staff who acts as a Grievance Officer for the School. This staff member is identified on the notice board in the School of Humanities and Languages. Further information about UNSW grievance procedures is available at:

https://student.unsw.edu.au/complaints

### 15. Other Information

**myUNSW**

myUNSW is the online access point for UNSW services and information, integrating online services for applicants, commencing and current students and UNSW staff. To visit myUNSW please visit either of the below links:

https://my.unsw.edu.au

https://my.unsw.edu.au/student/atoz/ABC.html

**OHS**

UNSW's Occupational Health and Safety Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For all matters relating to Occupational Health, Safety and environment, see

https://www.ohs.unsw.edu.au/
Special Consideration

In cases where illness or other circumstances produce repeated or sustained absence, students should apply for Special Consideration as soon as possible.

The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services channel > Online Services > Special Consideration.

Applications on the grounds of illness must be filled in by a medical practitioner. Further information is available at: https://student.unsw.edu.au/special-consideration

Student Equity and Disabilities Unit

Students who have a disability that requires some adjustment in their learning and teaching environment are encouraged to discuss their study needs with the course convener prior to or at the commencement of the course, or with the Student Equity Officers (Disability) in the Student Equity and Disabilities Unit (9385 4734). Information for students with disabilities is available at: http://www.studentequity.unsw.edu.au/

Issues that can be discussed may include access to materials, signers or note-takers, the provision of services and additional examination and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.